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HON. MR. MACKAY'S TELLING SPEECH

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Hot Shot For Minister of Education.

Administration of Justice—Industrial Education—Local Option—Refugee Education—Immigration and Colonization, All Dealt With.

On the resumption of the debate on the address in reply to the speech from the throne, Hon. Mr. MacKay, leader of the Opposition, in a brilliant 45-minute speech, gave concise and masterly review of provincial problems. His speech, in part, was as follows:

"Mr. Speaker.—It is fitting that the opening sentences of the speech of the Lieutenant-Governor, which was placed in his hands by his constitutional advisers, should contain a reference to the demise of King Edward VII. and to the far-reaching influence for good which he exerted throughout his whole reign. No British subject knows, no British subject will ever know, how great was the influence exercised by our late King, making for the peace of the whole world. His very extended ties of affinity and consanguinity were doubtless used to advantage, with all other European monarchs. His was a reign that made for peace, that tended to bring about if not the age itself, at least the spirit of the age, when men shall beat their swords into ploughshares and their spears into pruning-hooks; and when the nations of the earth shall have learned to submit international difficulties not to the arbitrament of the sword, but to the decision of such tribunals as that of The Hague, which recently has done such splendid work and has removed forever as between us and the great nation to the South of us, a large number of irritating and mischief-making difficulties. That reminds me, Sir, that we are nearing the celebration of the century mark of peace between this nation and our cousins to the South; a celebration in which I have no doubt this Province and this Dominion will take a fitting and prominent part. Notwithstanding the exasperating recollections of the War of 1812, Canada and the United States have set the world an excellent example of how two nations with a 3,000-mile non-fortified and un-garrisoned frontier may live at peace as neighbor nations ought to.

Lack of Content and Intent. Coming to that portion of the speech which reviews the past administration and the expected legislation of the present Government I may be permitted to remark, Sir, that the most noticeable feature of the whole speech is its absolute lack of content and particularly of intent on the part of the Government.

Prison Labor. With reference to the question of prison labor, while there has no doubt been a great deal of laudable work done in the way of employing prisoners, yet, Sir, I would like to suggest to the Honorable the Provincial Secretary, the idea of considering carefully not only those whose liberty is restrained and who are confined in our public institutions, but also those who were prior to their incarceration dependent on them, and who possibly suffer more through their confinement than the actual prisoners. Some scheme might be devised which would not only encourage thrift and honesty on the part of those confined, but would also serve to alleviate the suffering of those who formerly depended upon them—if a part at least of the earnings of these prisoners could be sent back to their families.

Technical Education. The next paragraph of the speech deals with a very important question, which I think is touched very gingerly and uncertainly—that of technical and industrial education. The reference to this very important subject is as follows: "The necessity for and the advantages arising out of the adoption of a system of technical and industrial education are becoming more obvious day by day, and you will be asked to make an appropriation for this purpose."

This indeed is handling an extremely important subject in a very non-committal manner. One would gather from this vague reference to the subject that the gray dawn of intelligence is at last striking the Government. With reference to this all-important question, contrast this vague, indefinite, ill-defined and non-committal position, Sir, with the stand taken by this side of the House last year. We, Sir, divided the House on this same question last session. The record appears at p. 246 of the Votes and Proceedings. Our motion was as follows: "That in the opinion of this House the province and the municipalities should unite in (a) the establishment of technical schools in the towns and cities in Ontario to supplement the practical training of the workshop; (b) An arrangement as to the basis of support for such schools as between the province, the municipality and the interested manufacturers; (c) The establishment in the larger industrial centres of technical high schools; (d) That the powers of the municipalities should be enlarged so as to enable them to aid in the support of such work."

This, Sir, was a well-defined

scheme, and, had the Government accepted it and appointed a commission to make the necessary inquiry and obtain the necessary information, something practical might be the result in the immediate future. I cannot help thinking, Sir, that if this Government had accepted this suggestion and had sent a commission out to ascertain all facts pertaining to the technical and industrial conditions of this province, the information thus obtained would have fitted in with and would have been supplemental to any information that the report of the Dominion Government commission may contain. The latter commission does well in ascertaining industrial and labor conditions here and elsewhere not only in this country but several other countries; but we, Sir, priding ourselves on being the banner province of the Dominion, might well have acted upon our own initiative, and as a result of concurrent work ascertained more minutely the requirements of this particular province. Then, Sir, we could have availed ourselves of the work of the Dominion commission and at the same time have had the question from an internal standpoint dealt more exhaustively with by our own commission. As an incidental advantage, the educational effect of a properly selected commission moving from town to town and city to city throughout the province would have been distinctly felt and would have done very much towards crystallizing the views of municipal officers, boards of trade, boards of education and employers of labor on this extremely important question.

Contrast With Germany. There is a marked difference between our educational system and that of other countries which have given the question of industrial education serious consideration. Perhaps in this province, considering we are a young country, the school of culture has too much predominated. The marked distinction between our school system and that of Germany, for example, is that our continuation classes are still entirely scholastic, whereas Germany says to her children:

"I will give you an education sufficient for ordinary life up to the end of your common school course. After that you must begin to think of this as a practical world, and I, the state, will assist you in a practical way, so that you may earn an honest living."

The result is that continuation classes in Germany become continuation industrial schools. Of these there are some 2,200, attended by 50,000 pupils. After a two-year's course in these industrial schools the young man specializes and attends higher technical schools and institutes.

We believe it is the duty of the state to give to the child of the state such education as may hereafter make him the best citizen of the state. It becomes a very grave and important question whether this province might not, whether this province ought not, to give such practical assistance as will enable the youth of the province the better and easier to make a livelihood. My contention is, Sir, that we ought to establish in every industrial centre an "evening industrial school" to supplement the work of the workshop. These schools ought to be of such a general character as to reach out to all the lads in the workshops, and ought not to be confined to those who are fortunate enough to reach a high school or collegiate institute status.

It is a matter of extreme regret that this Government has not taken more active steps, that it has not put itself in a position to take more active steps than it has done, and that the more obvious day by day for a system of technical and industrial education.

Provincial Aid for Schools.

Last year, Sir, I produced figures to show what the province is doing by way of aiding in the education of certain classes of people. I then made clear the fact that the provincial grants to public and separate schools amount annually to \$1.38 for each pupil attending the same; the grants to high schools and collegiate institutes to \$4.66 per pupil; the grants to normal and model schools amount to \$12.43 per capita; and grants to Toronto University \$126.36 per pupil. It is difficult to figure exactly what the average grant to agricultural colleges per pupil is, although some substantial aid is given, but, Sir, when we come to a very deserving class, the industrial school class, a far different story is told. This province practically says to the lad from thirteen to seventeen years of age who is perforce driven from school to earn a livelihood in the workshop that it has no concern for him, that it has neither moral nor financial obligation with reference to him. Sir, last year we assisted 4,500 odd public and separate school pupils at the rate of \$1.38 per pupil; we assisted 3,100 odd high school and collegiate institute pupils at the rate of \$4.66 per pupil; we assisted 438 normal and model school pupils at the rate of \$12.43 per capita; and we assisted 3,950 university students at a rate of \$126.00 per pupil. Thus does this province follow from state to state those who are financially able to attend our schools and colleges this to state that liberal education, but when it comes to the lad who is driven to the workshop, the province says to him, we are under no moral or financial responsibility with reference to you and we will make no provision whatsoever for your further education. I say, Sir, that until some different scheme is properly worked out that will have due regard to the moral and financial responsibility of this province with reference to the industrial class, the educational system of this province will be but ill-balanced and the state will not be doing what it should do for the large number of young men and women whom we find in all our industrial centres.

The Hydro-Electric Problem. Sir, I confess frankly that I have not as much confidence in the successful working out of this scheme as

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RAILWAY TIME-TABLE

GOING WEST			
	No. 1	No. 8	
Brockville (leave)	9.35 a.m.	3.45 p.m.	
Lyn.	10.05 "	4.00 "	
Seeleys.	*10.15 "	4.07 "	
Fortitton.	*10.35 "	4.18 "	
Elbe.	*10.42 "	4.23 "	
Athens.	11.00 "	4.30 "	
Soperton.	*11.20 "	4.46 "	
Lyndhurst.	*11.27 "	4.52 "	
Delta.	11.37 "	4.58 "	
Elgin.	11.57 "	5.12 "	
Forfar.	*12.05 "	5.18 "	
Crosby.	*12.13 "	5.23 "	
Newboro.	12.23 "	5.33 "	
Westport (arrive)	12.40 p.m.	5.45 "	

GOING EAST			
	No. 2	No. 4	
Westport (leave)	7.20 a.m.	2.30 p.m.	
Newboro.	7.30 "	2.47 "	
Crosby.	*7.40 "	3.00 "	
Forfar.	*7.45 "	3.06 "	
Elgin.	7.51 "	3.18 "	
Delta.	8.05 "	3.40 "	
Lyndhurst.	*8.11 "	3.50 "	
Soperton.	*8.18 "	3.59 "	
Athens.	8.35 "	4.30 "	
Elbe.	*8.42 "	4.36 "	
Fortitton.	*8.47 "	4.43 "	
Seeleys.	*8.58 "	4.54 "	
Lyn.	9.05 "	5.10 "	
Brockville (arrive)	9.20 "	5.35 "	

*Stop on signal

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